

S
371.967 report, chapter 2-
P11ctaa federal, state,
1993 and local
partnership for
educational
improvement :

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Nancy Keenan
Superintendent

December 10, 1993

STATE DOCUMENTS COLLECTION

JUN 22 1994

Harold Chambers
Documents Librarian
Montana State Library
Capitol Station
Helena, MT 59620

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

Dear Mr. Chambers:

Public dissemination of the Elementary and Secondary Education Act, Chapter 2, annual report is a requirement of this federal grant program. Please make a copy of the 1992-93 report available to all patrons of the public library systems.

Thank you.

Sincerely,



Kathleen Molloyhan
Chapter 2 Specialist

Enclosure

PLEASE RETURN

MONTANA STATE LIBRARY

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State annual report, chapter 2-federal,



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U.S. Department of Education

STATE ANNUAL REPORT

CHAPTER 2 - FEDERAL, STATE, AND LOCAL
PARTNERSHIP FOR EDUCATIONAL IMPROVEMENT

Public reporting burden for this collection of information is estimated to vary from 3 (LEAS) to 20 (SEAs) hours per response, with an average of 3.1 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1810-0549, Washington, D.C. 20503.

Any State which desires to receive grants under this chapter shall submit to the Secretary an application which provides for an annual submission of data on the use of funds, the types of services furnished, and the students served under this chapter. (Section 1522(a)(6)(A) of Title I of ESEA).

The State has the option to use this model form to report the data required by statute, or to provide these data to ED through other means.

SCHOOL YEAR 1992-93

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

Montana Office of Public Instruction

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

P.O. Box 202501, Helena, MT 59620-2501

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT

Kathleen Mollohan

TITLE

Chapter 2 Specialist

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

(406) 444-4317

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF
SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

Part III of this report does not have enough space to complete number of participants.

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.


SIGNATURE

Chapter 2 Specialist
TITLE

11/30/93
DATE

PART I. BASIC INFORMATION

MONTANA

STATE NAME

For the period covered by this report:

A. Give the number of Local educational agencies (LEAs) receiving Chapter 2 funds	488
B. Give the number of LEAs which allocated funds generated by the presence of children whose education entails a higher than average cost to schools enrolling those children	398
C. Give the number of private schools receiving Chapter 2 services for their students	60

PART II, Chapter 2 Use of Funds

For the period covered by this report:

A. Give the amount of STATE Chapter 2 funds budgeted for each of the following program purposes:

Amount Budgeted
Public Non-Public

1. Programs to serve students at risk whose education entails higher than average cost	1	\$ 8,207	\$
2. Programs to acquire and use:	2a	\$ 8,206	\$
a. Library Materials	b	16,414	
b. Computer Software/Hardware	c	16,414	
c. Other Instructional/Educational Materials			
3. Innovative programs:	3a	\$	\$
a. Schoolwide Improvement	b	158,880	
b. Effective schools programs			
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members	4	\$ 87,540	\$
5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years	5	\$	\$
6. Programs to enhance personal excellence and student achievement including:	6a		
a. Ethics	b	10,943	
b. Performing & creative Arts	c		
c. Humanities	d		
d. Physical fitness	e		
e. Comprehensive Health Education	f		
f. Community Service	g		
g. Other (Specify)		\$	\$
7. Programs to enhance school climate and educational programs including:	7a	10,943	
a. Gifted & Talented Programs	b		
b. Technology Education	c		
c. Early Childhood Education	d		
d. Community Education	e	8,207	
e. Youth Suicide Prevention	f		
f. Other (Specify)			
8. Administration of the Chapter 2 Program	8	\$ 93,844	\$

B. Give the amount of LOCAL Chapter 2 funds budgeted for each of the following program purposes:

		Amount Budgeted	
		Public	Non-Public
1. Programs to serve students at risk whose education entails higher than average cost	1	\$ 124,519	\$ 2,817
2. Programs to acquire and use:	2a	\$ 196,129	\$ 13,559
a. Library Materials	b	496,764	12,950
b. Computer Software/Hardware	c	82,487	8,049
c. Other Instructional/Educational Materials			
3. Innovative programs:	3a	\$ 181,018	\$ 4,638
a. Schoolwide Improvement	b	58,427	-0-
b. Effective schools programs			
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members	4	\$ 417,787	\$ 8,712
5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years	5	\$ -0-	\$ -0-
6. Programs to enhance personal excellence and student achievement including:	6a	-0-	-0-
a. Ethics	b	29,321	474
b. Performing & creative Arts	c	1,733	-0-
c. Humanities	d	4,890	393
d. Physical fitness	e	3,347	-0-
e. Comprehensive Health Education	f	350	-0-
f. Community Service	g	4,166	-0-
g. Other (Specify)			
7. Programs to enhance school climate and educational programs including:	7a	\$ 40,319	\$ 854
a. Gifted & Talented Programs	b	40,941	-0-
b. Technology Education	c	430	707
c. Early Childhood Education	d	3,325	-0-
d. Community Education	e	788	-0-
e. Youth Suicide Prevention	f	12,081	283
f. Other (Specify)			
8. Administration of the Chapter 2 Program	8	\$ -0-	\$ -0-

PART III, Types of Chapter 2 Services Furnished

For the period covered by this report:

- A. Give the number of Chapter 2 student participants in local Chapter 2 projects by type of service and public/nonpublic designation. For training programs give the number of participating staff.

SEE ATTACHED PAGE

PARTICIPANTS

Public Non-Public

TOT'L PRE-K ELEM SEC TOT'L PRE-K ELEM SEC

1. Programs to serve students at risk whose education entails higher than average cost

2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructional/Educational Materials

3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs

4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members

5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years

6. Programs to enhance personal excellence and student achievement including:
 - a. Ethics
 - b. Performing & creative Arts
 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)

7. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)

	TOT'L	PRE-K	ELEM	SEC	TOT'L	PRE-K	ELEM	SEC
1								
2a								
b								
c								
3a								
b								
4								
5								
6a								
b								
c								
d								
e								
f								
g								
7a								
b								
c								
d								
e								
f								

ART III, Types of Chapter 2 Services Furnished

	PUBLIC		NONPUB	
	ELEM	SEC	ELEM	SEC
1.	6320	1679	45	82
2a.	26055	8758	1047	125
2b.	42454	24374	853	284
2c.	13272	2718	818	192
3a.	14092	2789	186	-0-
3b.	9527	3355	235	214
4.	7133	2783	57	178
5.	-0-	-0-	-0-	-0-
6a.	-0-	-0-	-0-	-0-
6b.	3016	667	300	42
6c.	299	131	-0-	42
6d.	278	30	20	-0-
6e.	397	77	-0-	-0-
6f.	59	200	-0-	-0-
6g.	695	652	-0-	-0-
7a.	2245	201	82	-0-
7b.	2470	1156	80	-0-
7c.	28	-0-	-0-	-0-
7d.	276	59	-0-	-0-
7e.	56	119	-0-	-0-
7f.	990	307	35	-0-

B. Give the number of participating DISTRICTS by type of service and enrollment size

Number of Districts with enrollment sizes:

1. Programs to serve students at risk whose education entails higher than average cost

2. Programs to acquire and use:

a. Library Materials

b. Computer Software/Hardware

c. Other Instructions/Educational Materials

3. Innovative programs:

a. Schoolwide Improvement

b. Effective schools programs

4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members

5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years

6. Programs to enhance personal excellence and student achievement including:

a. Ethics

b. Performing & creative Arts

c. Humanities

d. Physical fitness

e. Comprehensive Health Education

f. Community Service

g. Other (Specify)

7. Programs to enhance school climate and educational programs including:

a. Gifted & Talented Programs

b. Technology Education

c. Early Childhood Education

d. Community Education

e. Youth Suicide Prevention

f. Other (Specify)

below 600 600-2400 2500-10000 10000-25000 25000 & over

1	51	8	3	1	-0-
2a	168	14	9	1	-0-
b	187	20	13	1	-0-
c	112	11	8	1	-0-
3a	50	5	3	2	-0-
b	15	2	4	1	-0-
4	115	24	15	1	-0-
5	-0-	-0-	-0-	-0-	-0-
6a	-0-	-0-	-0-	-0-	-0-
b	46	1	2	-0-	-0-
c	4	1	-0-	-0-	-0-
d	13	-0-	-0-	-0-	-0-
e	8	-0-	-0-	-0-	-0-
f	2	-0-	-0-	-0-	-0-
g	4	1	-0-	-0-	-0-
7a	21	8	-0-	-0-	-0-
b	11	2	-0-	-0-	-0-
c	3	-0-	-0-	-0-	-0-
d	3	1	1	-0-	-0-
e	3	-0-	-0-	-0-	-0-
f	12	-0-	-0-	-0-	-0-

C. Attach descriptions of some Chapter 2 Local and/or State projects including any evidence of effectiveness (optional)

**D. Give the number of staff supported by LOCAL Chapter 2 funds.
Report In Full-Time Equivalents (FTEs) by Job Classification**

1. Job Classification

- a. Administrators (non-clerical)
- b. Teachers
- c. Teacher Aides
- d. Staff Providing Supporting Services (non-clerical)
- e. Clerical Staff
- f. Other (Specify)

FTEs

1	
a	-0-
b	1.40
c	4.70
d	2.70
e	-0-
f	2.00

**E. Give the number of staff supported by STATE Chapter 2 funds.
Report In FTEs by Job Classification**

1. Job Classification: Chapter 2 Administration

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

FTEs

1	
a	0.50
b	0.75
c	0.75
d	-0-

2. Job Classification: Chapter 2 Technical Assistance

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

FTEs ***

2	
a	4.45
b	0.30
c	1.15
d	-0-

**F. Give the number of FTE State staff working on Chapter 2 administration
but supported by other sources**

-0-

*** NOTE: These FTEs include the ten professional and support staff working part time in the Effective Schools Program (refer to page 5, Chapter 2 State Plan Amendments dated August 15, 1991.)

December 3, 1993

SUMMARY OF COMMENTS ON PROGRAM EFFECTIVENESS
CHAPTER 2, 1992-93

In their annual performance report for the 1992-93 school year, participants were asked to comment on the effectiveness of their Chapter 2 project. They were asked to cite evidence supporting their comments.

In general, all responding district reported some level of satisfaction with Chapter 2, ranging from a neutral description of their project to claims of academic gains for students. The numbers in the summary listed below reflect the number of times that type of comment was made. Not all districts commented. To date, 348 reports (combined elementary and high school districts) have been received. Districts were asked if Chapter 2 funds are being used to address high priority school improvement needs. Most answered "yes," but 17 said "no" and 27 did not answer.

The following summary of comments will be followed by a few quotes of actual comments.

- . Students, staff, or parents were pleased, or delighted, gave a positive response or favorable comments, or appreciate the program: 67
- . Improved teacher or student attitude or morale; improved student behavior or self-esteem: 36
- . Students benefitted: 38
- . Made purchases possible: 26
- . Expanded opportunities for teachers: 31
- . Expanded opportunities for students: 34
- . Improved teaching/educational effectiveness, methods: 50
- . Increased student scores or performance: 49
- . Students use the material: 21
- . Enhanced the curriculum: 25
- . Improved communication among teachers: 1
- . Neutral, or merely descriptive: 15

COMMENTS ON CHAPTER 2 EFFECTIVENESS FOR 1992-93

1. "This is the best federal program available because of its flexibility and breadth. Over 80% of our students score above the national average on achievement tests. Chapter 2 funds really help us stay current and be competitive. In addition a Broadus teacher was recently named Montana's 1993 teacher of the year and a Broadus school principal was just named 1994 National Distinguished Principal." Broadus, Powder River County.

2. "Of all the grants our district is involved in, Chapter 2 funds do the most to broaden and bolster our teachers' instructional skills. Staff development offerings supported by Chapter 2 funds are primary to our school improvement efforts and support our district's major initiatives. They are well attended by our staff members and enthusiastically supported and

appreciated." Livingston, Park County.

3. "In the past few year the Brady School has combined computer technology along with book acquisitions to improve the reference areas of the library. Teachers have changed their instructional methods by assigning more written work to the students. The overall student attitude has improved in the areas of self-confidence and self-accomplishment. Chapter 2 remains to be one of the more effective federal programs offered to schools in the fact that the program allows local schools to use the funds to supplement the areas of local needs." Brady, Pondera County.

4. "Flexibility of Chapter 2 provides schools with the chance to apply funds to areas where improvement is needed. The writing program has improved students' attitudes and skill levels. We recommend more federal programs to be streamlined under the Chapter 2 "umbrella."" West Valley, Flathead County.

5. "The use of Chapter 2 funds in School District Six has been very effective. The School District's professional development program has expanded to 65 professional development opportunities on 36 different dates and includes teachers from four other school districts. This enhanced model of professional development has had a direct effect on student learning by the implementation of the Teacher Expectations and Student Behavior (TESA) model as well as the Assertive Discipline model. Teacher evaluations of each professional development offering has produced positive comments with very few suggestions for improvement. These evaluations have shown the professional development sessions to be very beneficial to the classroom teacher. Administrative observations have also identified improved teaching strategies as demonstrated in the District's Strand of Direct Curriculum Instruction Inservice." Columbia Falls, Flathead County.

SUMMARY OF COMMENTS ON STATE ADMINISTRATION CHAPTER 2, 1992-93

Each year, districts are asked to comment on state administration of Chapter 2. This year, there were practically no specific questions or recommendations. Nearly all who responded to the question thought the state was doing a good job, and appreciate the streamlined and efficient procedures. The following summary indicates the number of times a general category of response was mentioned. The summary is followed by a few typical quoted remarks.

- . Good, excellent, superior: 52
- . Chapter 2 staff helpful: 43
- . Procedures efficient; staff easy to work with: 37
- . Fine as it is; keep it the same: 18
- . Appreciate minimum of red tape; feel program is less and less demanding: 16
- . Chapter 2 the best federal program: 12
- . Too much paperwork: 8
- . Federal program too restrictive: 3
- . Want more federal money: 6
- . Don't understand the instructions: 1

- . Don't want to serve private schools: 3
- . Likes Chapter 2: 21
- . Appreciates monitoring visit: 2
- . Requests annual workshop: 1

COMMENTS ON STATE ADMINISTRATION OF CHAPTER 2 FOR 1992-93

1. "I feel the Chapter 2 program is the best administered program at the Office of Public Instruction. The people who administer this program are helpful and will answer my questions on the spot, which rarely happens at OPI." Rapelje, Stillwater Co.
2. "We feel the program is one of the most efficiently operated and administered programs the federal government has to offer. The OPI Chapter 2 staff is to be commended - they are always very friendly and helpful when we have questions. Keep up the good work!!" Darby Unified Schools, Ravalli Co.
3. "Once again, I wish to comment on the courteous help I get when I call Kathleen Mollohan. No question is ever put down - makes me feel good. Thanks." Helmville Elementary, Powell Co.
4. "We are very pleased with the cooperation and assistance provided by the state Chapter 2 staff. This is an excellent program. Keep up the good work. You're doing a terrific job!" Broadus, Powder River Co.
5. "There is excellent administration from the Office of Public Instruction. Chapter 2 continues to be the easiest and most logical, straight-forward application process of all State/Federal programs." Arlee, Lake Co.
6. "You have a very smooth running program - keep up the excellent job! Everyone has been very professional in handling our questions and application. Thank you! We greatly appreciate that you make it possible for the extras that you allow us to have available to our students." Swan Lake, Lake Co.

